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ABSTRACT

Urban Impact is a Title II Teacher Quality Enhancement Act partnership grant supporting the development of new strategies and structures to strengthen the preparation and development of beginning teachers in urban settings in Tennessee. This study evaluated the success of Urban Impact in restructuring university coursework and university/school partnerships to better equip preservice teachers and beginning teachers with knowledge, skills, and abilities they will need to work with diverse student populations. It also addressed the development of a broad-based understanding of improvement of teacher preparation for urban contexts. The focus is on restructured university coursework for the University of Tennessee, Knoxville, and the Knox County, Tennessee, public schools. The university implemented some curricular changes, and this study evaluated their impacts on 15 preservice secondary school teachers and 3 preservice elementary school teachers. Innovations included: (1) a community-based field experience for secondary science teachers; (2) internship coursework in service learning; (3) internship experience in community mapping; (4) a field experience prison visit; (5) a co-teaching model for secondary science teaching interns; and (6) other innovations that increased community participation for teacher interns. Survey and focus group information from preservice teachers indicated their general approval of these programs and the belief that the innovations were helpful in preparing to teach diverse groups of students. Surveys for the various innovative programs are attached. (Contains 1 table and 16 references.) (SLD)

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Curricular Innovations: Findings From a Title II Teacher Quality Enhancement Grant

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Presented at

The Mid-South Educational Researcher Annual Meeting

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URBAN IMPACT is a Title II Teacher Quality Enhancement Act partnership grant supporting the development of new strategies and structures to strengthen the preparation and induction of beginning teachers in urban settings. A five year renewable grant funded by the U.S. Department of Education (GRANT #P336B990043-00A), URBAN IMPACT is a partnership of The University of Tennessee at Knoxville (UTK), The University of Tennessee at Chattanooga (UTC), the Tennessee State Department of Education, Knox County and Hamilton County school systems, and business leaders in both communities. The grant is focused on improving the preparation of pre-service teachers for culturally diverse urban contexts and ensuring beginning teachers' success and long-term employment in high need schools.

To reverse the national teacher attrition rate trend of approximately 50% in urban schools within the first five years of teaching, the U.S. Department of Education supports the efforts of universities and schools systems to find ways to refine pre-service preparation and to enhance the induction of beginning in-service teachers (McCreight, 2000). The Tennessee partnership (two universities and their partner school systems along with the TN State Department of Education) was one of twenty-four grant recipients across the nation during the initial phase of Title II funding to receive a grant designed to address teacher quality through a combination of pre-service and in-service interventions. Tennessee's teacher turnover statistics closely mirror the national figures with 42% of novice teachers leaving the profession within the first 5 years (Educator Supply and Demand in Tennessee, 2001). In urban settings, the figures equal or exceed the statewide statistic. In gathering baseline data for the grant application, Knox County identified a 40% attrition for beginning teachers with rates closer to 50% in schools identified as "urban." A number of factors were identified that contribute to these figures: 1) most novice teachers have traditionally been placed in the most difficult teaching contexts, either in an individual school or in a school system, as a result of vacancies left when previous teachers moved to other schools, grade levels, or subject areas; 2) many novice teachers have not received adequate preparation for working effectively with students and families from backgrounds or cultures other than their own; 3) most mentoring efforts have traditionally been sporadic and dependent upon mentoring teachers' making a difference with a novice teacher without support and/or professional development related to the induction process, and 4) few school systems have implemented a systemic effort to support novice teachers.

Addressing the teacher induction and turnover issue became a central focus for all URBAN IMPACT grant activities. The guiding questions were: What should be integrated into pre-service preparation that would better support the induction of novice teachers into the high need schools? How could schools and school systems implement systemic teacher induction plans that would assure high quality mentoring and greater sense of efficacy and success for novice teachers? How can the impact of effective mentoring on teaching and learning be determined? These questions were addressed by the goals and objectives of the grant.

The URBAN IMPACT partnership focuses on three primary areas:

1) restructuring university coursework and university/school partnerships to better equip pre-service and beginning in-service teachers with the necessary knowledge, skills, and abilities to succeed in working with diverse student populations;
2) establishing a system of professional and social supports during the critical first three to five years of teaching that will reduce attrition, enhance student success, and strengthen perceptions of professional efficacy;
3) developing a broad-based understanding of, and support for, the need for improving the preparation of teachers for urban contexts which will directly involve the TN State Department of Education, business and community leaders, and national organizations such as UNITE (Urban Network to Improve Teacher Education) and the Holmes Partnership (Holmespartnership.org).

The results presented in this paper directly address goals 1 and 3 and report the progress of restructuring university coursework (UTK and Knox County Schools only) to date. The Urban Impact grant has provided funds for additional university faculty development to continue to learn and incorporate research-based interventions into our teacher education program, particularly in the area of understanding the socio-cultural context of teaching.

PRE-SERVICE RESEARCH PARADIGM

We continue to grapple with the depth of understanding our teacher education students have about cultures that are very different from their own. Regardless of our recruiting efforts, our students, representative of the national statistics on beginning teachers, are predominantly white, middle class, and female. Also in keeping with current statistics on beginning teachers, our graduates frequently sign their initial contracts for positions in urban schools.

As we studied exemplary programs and practices, we focused on understandings that have resulted from our participation in UNITE (Urban Network to Improve Teacher Education) and the research of leaders in the field. As a result, we have initiated several specific interventions in existing elementary and secondary pre-service coursework designed to improve novice teachers' understanding of the context of teaching. These include service learning; community mapping; community agency field experiences; co-teaching; involvement of indigenous community leaders/mentors in the preparation program; infusion of technology as a means to broaden educational experiences and improve learning for students; site visits to churches, daycare centers, agencies, and prisons; and discussions of research and literature that directly address issues of social justice and equity. Through the two Professional Development School sites (PDSs), where the majority of the interventions have taken place, we have also learned the value of looking beyond university faculty and research to school faculty members, parents, and community leaders who are directly involved in the school communities. The Contextual Teaching and Learning Framework (CT&L) was influential in our revision efforts. The C T& L framework focuses of the following components: 1) learning is problem-based; 2) learning occurs in multiple contexts; 3) fosters self-regulated learning; 4) utilizes interdependent learning groups; 5) employs authentic learning and assessments; and 6) anchors teaching and learning in students' diverse life contexts (Sears & Hersh, 1998).

By gathering the perceptions and "voices" of pre-service teachers, we believe that we can identify the aspects of our program and interventions that will make a positive contribution to their transition from student to teacher. At the same time, we want to know what obstacles these teachers are continuing to face and/or what aspects of their preparation and initial induction have not adequately addressed their needs as a novice urban teacher. In addition to gathering perceptual data, we are following the progress of our graduates in terms of their performance ratings and retention in urban schools (during the first five years of teaching). The research that has been presented in this paper was designed to determine the impact of our interventions upon the knowledge, skills, and dispositions of K-12 novice teachers who participated in the pre-service structures and innovations that have resulted from URBAN IMPACT curricular revisions during the 2001-2002 school year. The secondary cohort included 15 students placed in three urban high schools (14 students) and one urban middle school (one student). The elementary cohort consisted of three students placed in one elementary school. As is typical of most teacher

education candidates, the majority of UT's interns do not come from backgrounds similar to those of students they are typically assigned to teach in their first years – urban students in high need schools.

CURRICULUAR INNOVATIONS

The following curricular innovations have been implemented as a result of URBAN IMPACT. Each will be described in detail. Results of the innovative practices will be described in a separate section.

TPTE 353 - Secondary Science Community-Based Field Experiences (Pre-Internship Year - Spring 2001/2002)

According to the Tennessee Teacher Licensure Standards for Professional Education guidelines, "Field experience designed to introduce the prospective teacher to a variety of school settings, learners, and activities will be integrated as early as possible into course work taken prior to the internship or student teaching." Field experiences linked with community agencies and services addressing the needs of urban students and their families correlate with this requirement; NCATE, INTASC, and NSTA standards; and the principles proposed by UNITE (Urban Network to Improve Teacher Education). (See attached Matrix) As one NSTA report concluded, "The best programs involve prospective teachers in the community early and provide methods and opportunities for the teachers to become familiar with available resources. They require demonstrated interaction with families and community resources to involve them in science teaching during field experiences and may require some service learning in some courses. Such programs require evidence that candidates understand the cultures of their students and use examples and references from different cultures to involve these students (NSTA Standards for Science Teacher Preparation, p.36)."

During Spring 2001, secondary science pre-interns (n = 11) enrolled in a "pilot" one-hour addition to the normal school-based field experience course. Faculty included a collaborative team of College of Education, Human Services, and URBAN IMPACT personnel. Based upon feedback from the pilot group, refinements were made for the second year of the program. It is the second year program and results that are presented in this paper. A cohort of 9 pre-interns took the course in the Spring of 2002. The goals for the course were:

1. To strengthen pre-service teachers' awareness of cultures other than their own and commitment to addressing the needs of children from these cultures.

2. To develop an awareness of the diverse needs and assets of multi-cultural communities.
3. To enhance pre-service teachers' awareness of family and community factors that impact schools, educators, student learning, and motivation to learn.
4. To increase novice teachers' awareness of social justice and equity issues and how they impact urban schools, students, and communities.

Pre-interns participated in a variety of activities as part of this course work with the majority of their time invested in volunteer work in one of several local community agencies (e.g. Boys & Girls Club, elementary after-school programs). Their responsibilities included assisting the paid leaders of the agencies, tutoring, and planning hands-on science activities. Participants also visited an African-American church service, a juvenile court session, and an Alcoholics Anonymous meeting. They also accompanied community agency leaders on a guided tour of an inner-city community and on visits to homes of the children involved in agency programs to talk with their parents. Participants completed reflective journals of their experiences in these and other activities and discussed these with other participants during class meetings.

2001-2002 Internship Coursework

Service Learning

Service Learning is the blending of service, reflection, and academics. It is pedagogically "learning from experience." According to the Alliance for Service Learning in Education Reform (ASLER, 1993) service learning is a method through which young people learn and develop through active participation in thoughtfully organized service experiences that address actual community needs; are integrated into the academic curriculum; provide structured time for participants to think, talk, and write about their experiences; provide opportunities to use newly acquired academic skills and knowledge in real life situations; extend learning beyond the classroom; and help foster a sense of caring for others.

The fit between the outcomes of service learning and our course goals (based upon the Holmes partnership goals) to promote equity, collaboration, and culturally relevant teaching to better meet the needs of all learners are so closely aligned that we felt this should be part of the preservice program. Learning how to integrate service learning provides a concrete example for our interns about how to design instruction to incorporate authentic tasks and assessments. Finally as Wade (1998) states, "the benefits of service learning for school-aged youth provide an

important rationale for including service learning in preservice teacher education" (ERIC Information Series No. 376, p. 109).

During the 2001-2002 school year, service learning served as part of our secondary interns' coursework (which is not part of typical UT coursework). Service learning was used as the model for developing effective teams, planning, and teaching the use of alternative assessments (rubrics). The interns were asked to brainstorm possible service projects that they would like to complete towards the end of the Fall semester. They suggested activities such as collecting toys for needy children and visiting patients at a local nursing home. The interns chose the latter and developed a plan to carry out the project. They designed Christmas cards for the patients and selected Christmas/holiday songs to sing as a group on their visit. A rubric was designed by the interns to assess their achievement of their goals (self-regulated learning). The interns coordinated a day and time appropriate to visit the nursing home by consulting directly with nursing home staff. On the scheduled day, the interns arrived during the patients' lunchtime and sang the Christmas songs to/with the nursing home patients. After lunch, they walked through the halls and delivered cards directly to patients' rooms while singing. Several stopped and talked with patients as the cards were distributed. Once back in the classroom, they debriefed the experience by reflecting (individually and collectively) on their choice of a project and the quality of their planning, participation, and rubric. Then, they looked at how a project such as this could be integrated into any high school course. The debriefing and reflecting steps, which link service to learning, are the cornerstone of service learning and what distinguishes it from community service. For the interns, the project was used to teach content in a hands-on, experiential, integrated, and contextual manner. They were introduced to team building, planning, and alternative assessments as they designed and implemented the service learning project. They were then asked to relate the process to a topic in their own content area.

Community Mapping

Community mapping is a process that has been used by inservice and preservice teachers to learn more about the communities in which they teach. It is structured to allow them to learn about the strengths as well as weaknesses of various communities.

> "It is expected that the pre-service teacher will replicate this experience in their first teaching assignment in order to (1) find out about the community they are teaching in; (2) use similar activities in their teaching careers and (3) use what they find out about

communities in a variety of ways. Because the activity is experiential and community-based, it draws upon a wide variety of skills and develops new ones: working in groups, interviewing/asking questions, collecting information and making sense out of the information for a presentation, making choices about what to photograph, record, etc." (O'Sullivan, 2001 accessible (pdf file) from the resource section of the URBAN IMPACT website http://www.outreach.utk.edu/urban).

The first step in the community mapping process is to select several four-block sections in several communities and mark them off on a map. The whole class of teachers should be placed in smaller groups of 5-8 who each can map one of the four-block sections. Within each group of "mappers" there can be assigned roles such as the following (O'Sullivan, 2001):

1. **Scout:** Read the directions on a map and lead the group around the area. Needs a map.
2. **Mapper**. Draws a map as the group moves around in the community highlighting places or people en route. Needs grid paper, pencil and clip board.
3. **Note-taker.** Records where you go and what you see. Records the photographs taken and places and people of interest. Charts the journey of the group.
4. **Photographer.** Take 10 photos of the building, historical places and others things of interest (if they will allow you). Limit yourself to 10 photos. Needs digital camera or polaroid camera.
5. **Tabulator.** Takes the survey data and tabulates housing, business, churches, recreation agencies, etc. Should be a person who is detailed.
6. **Collector.** Collects objects, brochures, community newspapers, biological evidence (leaves, flora etc.). Tells note-taker what is collected and why. Needs a collection bag.
7. **Imprinter.** Where appropriate do stone rubbings of historical markers. Need paper and crayons.

The supplies for mapping should be collected and distributed to each group. The preservice teachers in this project were given the supplies and were asked to spend two-hours in their area collecting data and speaking to people within their selected area. They were asked to return with their supplies and data the following day in order to prepare a Power Point presentation and a poster of their particular community mapping experiences. Each group was given about 15 minutes to present their community to the rest of the class.

Prison Visit

During the fall semester, two university faculty members took 12 secondary and 13 elementary preservice teachers, along with one teacher leader, to a maximum-security prison approximately one hour from The University of Tennessee. The prison visit was designed to address two primary goals. First, to put a face with the statistics related to prison building projection figures that are being quoted by educators as indicators of our failure to meet the needs of all students, particularly those who have been traditionally labeled "at risk." Knowing

that several states relate these figures to 2nd grade failure rates and 3rd grade test scores, the faculty members elected to use the prison visit to help the interns realize the degree to which they, as children, had felt "disconnected" from their peers and school in general and to underscore the power of relationships in assuring the academic and social success of all children. By providing an opportunity for novice teachers to talk with individuals whose sense of belonging needs have not been met throughout their school experiences, the faculty members said they wanted to prevent our students from ever saying, "these kids can't learn, so why should I...?"

The primary purpose of the visit was to provide the pre-service teachers with time to talk with two groups of prisoners: inmates who were currently involved in classes as part of their workday and three "lifers" who have completed college and graduate degrees since their incarceration. The pre-service teachers were asked to pose questions to the prisoners that might provide insights into the impact that their school experiences and lives outside of school had had on their lives prior to prison and to their later incarceration. The prisoners' responses underscored the fact that students who do not "fit in" or who do not perceive others in the school (students or faculty) as caring about them are often drawn to groups and activities that are not in their best interest. Most cited similar problems in their home lives. Both groups made it abundantly clear that beginning and experienced teachers must know how to use their "power" wisely to prevent future generations of students from developing feelings of exclusion, isolation, or failure that are such predictors of future problems in society.

Secondary Science Internship Placement: Co-Teaching Model

The secondary science methods professor, co-author Melear, has been influenced by efforts other science educators have been making in urban preservice teacher education and built the 2001-2002 internship experience on the co-teaching model described in Roth & Tobin (2000 & 2001) and in Roth, Tobin & Zimmerman (2001). Their work describes placing two interns within the classroom of one mentor. Two or more teachers divide the labor and "teach at each other's elbows" in order to facilitate student learning. Co-teachers plan, instruct, assess, and reflect together. Following this format, 11 science interns were placed in four urban settings for their yearlong internship. In some cases one intern was placed per mentor and in other cases two interns were placed with a mentor.

All interns and mentors utilized a reflexive journal notebook by writing questions and ideas they thought of during class and responded to each others' entries. All participants (mentors, interns, UT evaluators, and UT method's instructor) participated in six cogenerative dialogue sessions throughout the school year. The purpose of the cogenerative dialogue sessions was to give all stakeholders an opportunity to express concerns, successes, and request feedback regarding their specific role in the co-teaching process.

Other Innovations

- Involvement of indigenous community leaders/mentors in the preparation program – Community leaders participated in classes in a variety of ways: leading community tours, class sessions (topics, e.g. working with parents); facilitating dialogue about issues related to race, culture, and class; helping novices learn strategies for working with urban parents; and community mapping
- Collaboration with school faculty in teaching classes for interns at Professional Development School Sites
- Infusion of technology as a means to broaden educational experiences and improve learning for students (e.g. digital cameras, using the Internet to find standards and teaching ideas, Power Point).
- Discussions of research and literature that directly address issues of social justice and equity. One Professional Development School (PDS) provided a seminar on addressing the needs of special education students for all novice teachers and pre-service teachers in the Knox County area. (Approximately 80 teachers attended this session.)
- Cultural Autobiographies - Secondary interns wrote a description of their personal experiences within their own culture as well as with people belonging to other cultures. The focus was on when and how they became aware of diversity in our culture and how they dealt with that realization.
- Involvement of UT and Knox County Schools' faculty, not directly associated with the PDS, in interns' coursework (e.g., lectures, linking with human service agencies, and prison visit)

RESULTS

1. TPTE 353- Community Agency Field Experiences (Pre-Internship, Secondary Science, Spring 2002) - results from survey, focus group session, and individual participant's journal entries (n=9)

Both the survey and focus group revealed several strengths and weaknesses of the course as perceived by the pre-interns. Some of the strengths of the course were that it provided an opportunity for them to learn about: 1) the challenges faced by students and families in urban communities; 2) how the agencies work with families to support the children they serve; and 3) resources available to students and their families. Most participants felt that the experiences made them more culturally aware and showed how they needed to earn the trust of the community. The following are some of the excerpts from the pre-interns journals regarding their community agency experiences:

> I learned a lot about the behavioral aspects and problems that this child has to deal with (he is now 8). We also passed around helplines and went over who to call. This was the most helpful thing I have done in this course yet. I never knew all these organizations existed to help teens and I have a card to keep in my wallet with most of the numbers.
>
> Today we stayed at the YWCA because we had a guest speaker. Shawn came in today and talked to the children about HIV and AIDS. He told the children what it was and how you could get it, and then allowed the children (to) ask any questions they wanted to. I was really surprised that I was sitting in a room with young children that were only in fourth or fifth grade and we were discussing AIDS. I became really sad because I knew that we had to inform these children at such a young age because they were at such a high risk.
>
> There is a strong bond between Mike and the kids. Handshakes that are specific to the child are often given or asked for by the children via holding out their hand and waiting for a response. It's a way of saying, "You and I are connected," which is important to any kid.--I guess since I am usually one of the quiet ones at "P--", one of the boys traded handshakes with me! He is one of the quiet ones, but judging by his demeanor one can tell he can also "hold his own" if necessary.--It will be interesting to see how his behavior develops in the next 6 weeks or so.
>
> I decided to play basketball today with the children. As I entered the gym to play I was a little nervous, as I was not sure if the children would allow me to play with them.--I played a game of ball with a bunch of different children. It seemed as if I connected with the children through basketball.--I find it so amazing that the children become so attached in such a short period of time. Is this because they do not get enough attention at home?

The pre-interns expressed concern over several components of the course. They had been placed in community agencies working primarily with elementary students and would have preferred to have worked with older children (they were seeking secondary certification). While they appreciated the opportunity to visit juvenile court and tour inner-city neighborhoods, they felt that the church visit and Alcoholics Anonymous visit were too personal and violated the

space and privacy of regular members. According to the survey results about half of the participants did not feel that their field placements helped them learn about the strengths of urban communities that impact students and families (weaknesses were the focus). One participant said that she wished there had been, "more training before we got to the agencies and more clearly defined roles at the agencies." Many of the students felt that there was too much work required to only receive one credit hour, as represented by this participant, "Either shorten the requirements or increase the credit hours given. This course was helpful, but it was much too much work for only one hour of satisfactory/no credit grading." Due to the feedback received from this cohort of pre-interns the course will be modified for future participants.

2. 2001-2002 Internship

Part One – Analysis of a compilation of survey results and focus groups - Elementary - 3 interns/Secondary interns – 15 interns

- *Intern Teacher Perceptions of the Mentoring Experience (administered end of internship) (Survey results attached)*
- *Focus Group Sessions (Spring semester)*
- *Various Survey Instruments: Woofolk Hoy Teacher Efficacy Scale –(beginning, mid, and end of internship); Professional/Personal Beliefs about Diversity Scales (beginning and end of internship) ; Survey of Context (beginning and end of internship); Computer Experience Inventory (beginning and end of internship; Urban Impact Project: Teacher Confidence Scale for Interns (end of internship - Survey results attached)*

Analyzing the *Woofolk Hoy Teacher Efficacy Scale* has shown that these interns tended to have positive feelings about their abilities to impact student achievement before actually assuming responsibilities (e.g. perceptions gathered in the fall of the internship year). Once they have been given the responsibility for their students' progress, their sense of efficacy drops. By the end of the year; however, it has begun to return to levels of higher confidence. Interviews and anecdotal notes indicate that the teachers do not realize how demanding the teaching role actually is until they assume some type of responsibility for carrying out all of the responsibilities of their mentoring teachers. The Woofolk Hoy data also indicates that students who had not been provided with opportunities to learn about cultures or backgrounds other than

their own were more likely to equate student performance or lack of performance to students' contexts (e.g. socioeconomic status, parental support issues).

The interns from the elementary school in which an African American faculty member led the cultural diversity coursework components indicated a greater level of growth than did the schools with Caucasian faculty members. The school with the greatest gains in professional and personal diversity beliefs had more class sessions devoted to multicultural issues and teaching strategies. Nearly two-thirds of our students believed (prior to internship experiences) that money spent on special education students would be better spent on programs for the gifted and talented and that only schools serving students of color need a racially, ethnically, and culturally diverse staff and faculty. More secondary students in the least culturally diverse of the three participating high schools identified diversity as a "non-issue". Their responses do not indicate that they perceived diversity as an asset at the beginning of their program.

The *Computer Experience Inventory* indicated that elementary and secondary preservice interns were competent and confident in using technology for word processing, communication, and exploring the Internet and the end of their internship year. They were less confident; however, in using technology to analyze student performance data or other bodies of data using a spreadsheet, to create "hands-on" lessons, to develop Web pages, or to augment what they have written with visual or audio components.

The *Survey of Context* focuses on perceptions of diversity and the importance of these perceptions in reaching students in urban contexts. This instrument underscored the lack of experience of our interns (especially at the secondary level) in socializing and understanding persons from cultures other than their own. It was also used to raise the interns' awareness of these perceptions. The secondary students responded most often that they did not understand the impact of students' socioeconomic status on their performance in school, the needs of students and their families, and the concepts of "human capital" and "communal interdependence."

Two of the surveys taken by the interns in the Spring semester, the *Teacher Confidence Scale for Interns* and the *Intern Teacher Perceptions of the Mentoring Experience*, both revealed very high ratings for confidence and perception of their experiences (both survey results are attached). The Teacher Confidence Scale measured such items as accommodating the diversity of students' academic abilities within the classroom, their ability to communicate effectively with family members about students' progress, and ability to teach effectively in an urban

school. The Intern Perceptions of the Mentoring Experience measured how much the interns believed their mentor helped them understand professional expectations, how to establish and maintain effective professional relationships, and their professional development growth.

The interns' responses from the *Focus Group Sessions* provided us with richer data about their beliefs regarding the strengths and weaknesses of their internship year. When asked, "How would you describe teaching in an urban setting?" the following response was representative of the most in the group – "More diversity than I was accustomed to. This is a positive thing. The setting gave us a view of the real world". When asked about how well they thought they understood the special circumstances of teaching in an urban school, responses were representative of this respondent, "We have a good understanding and we may not be as successful as we would like to be, but we understand." When asked, "How many of you would be likely to accept a position in an urban school?", all responded that they would be willing.

Part Two

- *Prison Visit Reflections*

We asked our pre-service teachers to answer the following question, "What did you learn from this experience that you might not have learned had you just heard the statistics or read about the issue without being part of it? One felt that the experience with the large group of inmates had given her new insight into behavior management. She compared the inmates to a high school friend who was unable to control his anger when stressful situations arose. These inmates had told the interns that they had not received any training before prison on anger management. Finally they were able to deal with stress in positive ways. She concluded, "this should be part of how we approach behavior management – and I never realized it before this experience." Another intern stated, "I was able to receive firsthand knowledge and reinforcement as to what effects positive (or negative) teacher-student relationships can have on a student's sense of belonging and success in school. It has furthered my commitment to building caring, respectful, and supportive relationships with my students and to keeping in contact with them after they leave my classroom. Yet another said, "Without a doubt, I gained powerful insight into the lives of these men. By listening to their experiences, I realized that school perpetuated their situation versus rectifying it. The theme that resonates the most in my mind from that visit is "never give up on a child." Even if you do all that you think you can do for that

child, never stop. I feel like I have now seen the worst that can be. These were the representatives of our worst fears for our students."

Part Three

- *Coteaching results*

Sources of data for co-teaching results presented in this paper include the classroom reflexive journal, individual daily reflective journals (of interns), and videotaped cogenerative dialogue sessions among all participants (transcribed and thematized). Five overall themes were categorized from the data sources including *extra hands/heads* (e.g. beneficial to students to have extra attention); *dichotomous strengths* (e.g. interns strengths and weaknesses complement each other); the *co-teaching model in practice* (e.g. varying definitions of the model); *shared pedagogical tactics* (e.g. opportunities to share ideas with each other); and *family/team* (e.g. participants feel like part of a team).

Some of the direct comments from the interns that support the use of co-teaching as part of pre-service preparation follow. "I mean just coming into the classroom was outside my comfort zone to begin with last semester. Just taking one step in the classroom was out of my comfort zone, but having Molly with me and you know having three people in the classroom helped to alleviate that anxiety in the classroom." "I would say that for the lower students that we were teaching, having two interns in the classroom was a positive for handling discipline and classroom management issues. It gave us the opportunity to spend more time with individuals who were having trouble with concepts." "I can't believe there was almost a fight. I have no idea what I would have done if I was here by myself."

Direct comments that reflect the challenges posed by participants follow. "One negative was the fact that I did not have a plan period, therefore it was difficult for our planning and communication. We did adapt rather well. (mentoring teacher)" "The main negative to the model was that I was very organized and structured and Ted tended to have more last minute kind of planning. I like getting to school early and making sure I am ready to go and able to stand at the door and greet the kids as they come in the classroom. A couple of times Ted would have a test and get to school barely in time to administer it first block. That was the type of personality difference that made it difficult to work together. (intern)" "...Just an observation that I'm making from the co-teaching model, is that if we are dealing with reality, then these interns are not going to be placed in a co-teaching situation in real life. (mentor teacher)"

CONCLUSION

As we are beginning to collect data on our curricular innovations in our preservice teacher preparation program we realize that we have much more to learn and improve. The innovations presented in this paper are being refined as they are implemented this school year with a new group of inservice teachers. We have also included teacher work samples and the use of an electronic portfolio (on a limited basis) this school year. The data collected are focused primarily in two program areas, the elementary and secondary professional development schools. As we are beginning to impact other programs, the methods and types of data to be collected will need to be expanded. While we have conducted focus group interviews with these programs, we may need to move to more surveys if the numbers increase significantly and/or a series of focus group sessions. This will depend on the numbers of students involved. We are pleased with the direction that our program is taking and feel that we are preparing more students to work in diverse contexts and graduating students who would choose to work in urban settings. An important focus of future research will include the retention of these teachers in urban schools and the achievement levels of students in their classrooms.

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TPTE 353/Spring 2002
Community Field Experiences

CS=Candidates

Reference	Standard	Activities/Assessments
NCATE Standard 1; Professional and Pedagogical Knowledge, Skills, and Dispositions	Candidates (CS) consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world problems	▪ Visits to human service agencies - develop awareness of support for nonacademic needs of students/caregivers ▪ Community Agency Visits – Structured participation ▪ Parent/home visits ▪ Working with community mentors ▪ Community Mapping ▪ Readings followed by class discussions and case studies that link experiences and theories to culturally responsive teaching and learning
INTASC Principles	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	
Tennessee Teacher Licensure Standards: Professional Education; Colleagues, Parents, and Community	Consult with parents, teachers, and other professionals with the schools and other community agencies to foster student learning.	
NCATE Standard 1; Dispositions for All Candidates	CS' work w/students, families, and communities reflects the dispositions expected of professional educators as delineated in professional, state, and institutional standards.	▪ Reflective journal - include critical incidents ▪ Community agencies complete an assessment form for each candidate ▪ Student self-assessment of reflections and work
NCATE Standard 4 (Diversity); Design, Implementation, and Evaluation of Curriculum and Experiences	Field experiences help CS to demonstrate knowledge, skills, and dispositions related to diversity. CS and faculty review assessment data that provide information about CS' ability to work with all students and develop a plan for improving their practice in this area.	▪ Logs of activities developed or conducted as part of field experiences by CS ▪ Assessment by community agency leader of candidate performance ▪ Faculty review activity logs and assessment by community agency leaders and provide feedback to each candidate
INTASC Principles	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	
NCATE Standard 4 (Diversity); Experiences Working with Diverse Faculty	CS interact in classroom settings on campus and in schools with professional education faculty and school faculty who represent diverse	▪ CS work in a variety of community agencies with diverse staff members

	ethnic, racial, gender, language, expceptionality, and religious groups. Faculty are knowledgeable about and sensitive to preparing CS to work w/ diverse students, including students with exceptionalities.	▪ CS work with community leader and mentor ▪ CS take Intercultural Development Inventory (IDI) at beginning and end of semester to determine progress ▪ Feedback from CS regarding the field experiences provided by the university faculty and community leaders
NCATE Standard 4 (Diversity); Experiences working with Diverse Candidates	CS interact and work w/CS w/exceptionalities and from diverse ethnic, racial, gender, language, socioeconomic, and religious groups in professional education courses on campus and in schools. The active participation of CS from diverse cultural backgrounds and with different experiences is solicited, and valued and accepted in classes and field experiences.	▪ All CS are encouraged to discuss their reflections with each other in class ▪ Cooperative learning activities are used to discuss case studies or critical incidents ▪ Team building activities (e.g. CS participate in a challenge course) ▪ Candidates learn about and conduct service learning ▪ CS are assigned to community agencies in teams of 2-3 people
NCATE Standard 4 (Diversity); Experiences Working with Diverse Students in P-12 Schools	Field experiences are designed to encourage CS to interact with exceptional students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups. The experiences help CS confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and CS' effectiveness as teachers.	▪ Structured Activities within community agencies (e.g. single/group tutorials, discussion of strategies for success) ▪ CS take Intercultural Development Inventory (IDI) at beginning and end of semester ▪ Assigned readings from Multicultural textbook/or articles ▪ Home Visits ▪ Classroom discussion of case studies relating community experiences to classroom contexts
Tennessee Teacher Licensure Standards: Professional Education; Diverse Learners	Adapt instructional techniques to students of diverse cultural and language backgrounds and to students who have exceptional learning needs. Create an inclusive learning community in which individual differences are respected.	

Tennessee Teacher Licensure Standards: Professional Education; Communication	Understand how cultural and gender differences can affect communication in the classroom.	and issues.
INTASC Principles - Reflective Practitioner	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	▪ CS will keep a reflective journal (electronic) ▪ CS discuss experiences with each other in class
Tennessee Teacher Licensure Standards: Professional Education; Reflective Practitioner	Use knowledge of legal and ethical responsibilities; organizational, historical, and philosophical dimensions of classrooms and school; and educational policy to guide professional behavior.	▪ Visit to juvenile court, Haslem center, Helen Ross-McNabb, Mountain View Center ▪ Discussion of assigned readings from Multicultural textbook/or articles
Tennessee Teacher Licensure Standards: Professional Education; Technology	Apply technology tools to enhance professional growth and productivity; use technology in communicating, collaborating, conducting research, and solving problems; promote equitable, ethical, and legal use of technology resources. Use computers to run programs; access, generate, and manipulate data; and publish results.	▪ CS will use Course Info as part of their course requirements (e.g. use the drop box to turn in assignments, e-mail each other, use the discussion board, retrieve assigned readings, complete reflective journal) ▪ CS will begin designing their electronic portfolio

Intern Teacher Perceptions of the Mentoring Experience
University of Tennessee and Knox County Schools
URBAN IMPACT

Summary of responses, May 2002

4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree
NA = Did not experience
M = Mean

		SA 4	A 3	D 2	SD 1	NA 0	M
1.	**Mentors at my school helped me to understand the professional expectations for teachers related to:**						
	a. Fulfilling classroom responsibilities	9	8	1	0	0	3.4
	b. Assuming grade level or departmental responsibilities	8	7	2	0	1	3.4
	c. Assuming appropriate school level responsibilities (e.g., extra-curricular, committees)	8	7	2	0	1	3.4
	d. Knowing and following school and school system policies and procedures (e.g., paperwork, Special Education requirements, emergency procedures)	8	7	3	0	0	3.3
	e. Addressing standards (national, state, system, INTASC)	4	10	4	0	0	3.0
	f. Completing the TN Teacher Evaluation Process (e.g., professional expectations, evaluation criteria, paperwork, timelines)	7	7	3	1	0	3.1
2.	**Mentors helped me learn how to establish and maintain effective professional relationships:**						
	a. With students	10	6	2	0	0	3.4
	b. With parents and caregivers	8	8	2	0	0	3.3
	c. With colleagues	11	6	1	0	0	3.6
	d. With administrators and other school/school system leaders	10	5	3	0	0	3.4
	e. With community members	4	8	6	0	0	2.9
3.	**The following mentoring activities helped me develop as an educator:**						
	a. Regularly scheduled conferences during the school day with mentor(s) to plan, discuss issues, or celebrate accomplishments	9	6	3	0	0	3.3
	b. Informal conferences with mentor(s)	13	5	0	0	0	3.7
	c. Coaching by my mentor (e.g., observations, promoting reflection, providing feedback, encouraging new strategies)	11	5	1	1	0	3.4
	d. Observing mentor(s) and other faculty members	12	5	1	0	0	3.6
	e. Informal meetings with other faculty	11	4	2	0	1	3.5
	f. Informal "get togethers"	8	8	1	0	1	3.4
	g. Learning opportunities at the school (e.g., sharing of effective strategies, workshops, special sessions on topics of interest to novice teachers, study groups)	7	10	1	0	0	3.3
	h. Encouragement to attend system-wide learning opportunities (e.g. in-service sessions, new teacher orientations, new teacher workshops)	8	9	1	0	0	3.4

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4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree
NA = Did not experience
M = Mean

		SA 4	A 3	D 2	SD 1	NA 0	M
4.	**Mentors impacted my professional development by:**						
a.	Serving as professional role models	12	6	0	0	0	3.7
b.	Accepting me as a professional colleague	13	5	0	0	0	3.7
c.	Making time for me when I needed assistance	11	7	0	0	0	3.6
d.	Providing the specific support and assistance I needed	12	6	0	0	0	3.7
e.	Listening to my concerns and helping me identify solutions	11	6	1	0	0	3.6
f.	Being flexible and open-minded in assisting me.	11	7	0	0	0	3.6
g.	Helping me get to know other faculty and staff	9	8	1	0	0	3.4
h.	Linking me with faculty who could assist me in addressing my concerns	9	8	1	0	0	3.4
i.	Helping me acquire the resources I needed	12	5	1	0	0	3.6
j.	Helping me develop a repertoire of effective instructional strategies	10	7	1	0	0	3.5
k.	Helping me design a supportive learning environment and effective classroom management system	10	6	2	0	0	3.4
l.	Helping me learn strategies to address the diverse needs of my students	8	7	3	0	0	3.3
m.	Helping me develop interpersonal and relationship building skills	8	8	2	0	0	3.3
n.	Helping me understand the organization and culture of the school	10	7	1	0	0	3.5
o.	Helping me understand the school community and its issues, strengths, and resources that impact our students	11	5	2	0	0	3.5
p.	Linking me with community resources that are available to address the diverse needs of my students	5	8	4	0	1	3.1
q.	Helping me learn to balance my own life responsibilities with the demands of teaching	9	8	1	0	0	3.4
r.	Helping me become a more reflective teacher	9	7	2	0	0	3.4
s.	Making me aware of my development as an educator and assisting me in setting goals for my continued professional growth	9	8	1	0	0	3.4

Urban Impact Project
Teacher Confidence Scale for Interns

School_____ Date: Spring 2002

Compared with your confidence level at the beginning of this school year, how confident do you feel now regarding the following activities? Please check in one of the boxes to the right of each item to indicate your answer.

	More confident now	About the same	Less confident now
1. Determine the academic needs of my students	17	1	0
2. Implement a variety of teaching strategies	18	0	0
3. Construct student-centered activities	13	5	0
4. Accommodate the diversity of students' academic abilities within the classroom	14	4	0
5. Manage classrooms	17	1	0
6. Facilitate class discussions	15	2	1
7. Establish a feeling of community in my classes	15	3	0
8. Understand the impact of cultural diversity on classroom content, context, and instructional strategies	16	2	0
9. Use a variety of assessment techniques	15	3	0
10. Develop an assessment rubric	11	7	0
11. Evaluate students' work	17	1	0
12. Communicate effectively with family members about students' progress.	18	0	0
13. Use media to support teaching and learning	15	3	0
14. Evaluate software for teaching and learning	6	12	0
15. Analyze my teaching in an objective and ethical manner	15	3	0
16. Explain the meaning of standardized test scores to students and family members	10	7	1
17. Teach effectively in an urban school	17	1	0

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